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Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, the University of Missouri, Columbia, Mo., for the Southern States; and by Franklin H. Potter, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland, Ore., and to Miss Bertha Green, Hollywood High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

Illinois

Chicago.—The Chicago Classical Club held its sixteenth meeting with a dinner at the Hotel La Salle on February 8. Superintendent Mortenson, of Chicago, was present and spoke informally; Dr. Keith Preston, of Northwestern University, read selections from his verse translations and other poems; Professor George L. Tenney, of Lewis Institute, sang two Latin songs. There was also a discussion of the topic: "What is to be the future influence of German Scholarship?" Ten-minute speeches were made by Professors R. J. Bonner, G. J. Laing, J. A. Scott, J. T. Hatfield, and H. L. Willett.

The Club is planning to publish a yearbook during the coming year.

Iowa

The University of Iowa.—The nine sets of slides on "Life Among the Romans" which were prepared by the late Professor Eastman are to be again offered for sale. These cannot be rented by any school outside of Iowa. To the schools of that state these slides are loaned by the Extension Department of the State University.

Mr. O. E. Klingaman, who is director of this department and has had supervision of these slides, makes the following statement in regard to their usefulness: "The Latin lantern slides which were prepared for this department by the late Professor Eastman proved so effective in helping the students and teachers of Latin, especially in the secondary schools, that the number of students in our high schools studying Latin was more than doubled in three years' time. They are the most popular of all the lantern slides which we send out from this division for high school use."

Massachusetts

The twelfth annual meeting of the Eastern Massachusetts section of the Classical Association of New England was held on Saturday, February 15, at Boston University. The program follows: Joint meeting (Forum: "The

Classics and Reconstruction") with the recently formed Classical Club of Greater Boston. "Welcome," by Professor E. K. Rand, of Harvard University, president of the section; "The Classical Club of Greater Boston," Professor A. H. Rice, of Boston University; "The Classically Trained Man—his service to the *ideas* of Reconstruction," R. D. Weston, Esq., of the Massachusetts Bar; "The Classically Trained Man—His Service to the *Facts* of Reconstruction," Professor A. E. Kennelly, of Harvard University. "Present-day Tendencies in Classical Departments of the Women's Colleges," Professor Alice Walton, of Wellesley College; "The Classics as a Preparation for the *Civics* of Reconstruction," Rev. Willard Reed, co-principal of Brown and Nichols School, Cambridge.

At the close of each paper fifteen minutes were allowed for discussion.

Missouri

The University of Missouri.—Miss Emily Hardesty sends the following account of an interesting experience of her class in Caesar: "The seventeenth chapter of the fourth book of Caesar's *Gallic War* stands out conspicuous in the memory of the oldest as well as of the youngest of the followers of the great Julius. Each second-year high-school class, when once safely across the Gallic river, takes a ghoulish joy in creating panic in the ranks of the next class as they look forward to the fearful trial of the bridge. The passage *is* difficult, not because of difficulties of syntax (there is nothing new), but because of the technical vocabulary and the strangeness of the style. Chapter seventeen was contributed by an engineer, the chief engineer of the army, the other collaborator of the pair *uno in lecticulo erudituli ambo* (Cat. 57. 7). But, for all that, the combination that piles up difficulties for the young pupil may be broken, and the dreaded chapter seventeen may be made the most attractive and the most pleasantly remembered of the whole second-year Latin work. High-school boys and girls like to play; they are still children. Teachers of other subjects have for a long time found work accomplished through effective play. Very few Latin teachers have learned that play in Latin is quite possible. While first-year Latin furnishes the largest playground, there are many opportunities for combining work and play in Caesar. Many a class of boys and girls has found more or less amusement in building a model of Caesar's bridge out of toothpicks or skewers. But we proposed last year to give the freest rein to the play-instinct and at the same time get the clearest possible understanding of the way a great Roman *praefectus fabrum* would in an emergency throw a bridge across a great river for his general's army. So, in anticipation of the much dreaded bridge-chapter, I promised the class that they should go to the woods and build the bridge on a smaller scale, but after the pattern of Caesar's bridge.

"The class worked eagerly and diligently on Caesar, almost impatient at times to reach book four, chapter seventeen. The day came; it was pouring down rain; it rained for a whole week. So great was the strain of waiting for

fair weather, that the pupils wanted to go in the rain. The following week came days of bright spring sunshine. Then, as we had planned, we prepared lunch, took kodaks, hatchets, and axes, and started for the woods, where the boys had in advance discovered an ideal River Rhine.

"We arrived at the 'river' at 9:30 and began work immediately. First we read the description in Caesar and studied out the plans. Together we figured out the size of the various materials required and then proceeded to collect them. The boys did the heavy work of chopping down small trees, while the girls cut the lighter timbers and carried them to the 'river.' By two o'clock the class had completed a bridge seven feet long and three feet wide.

"After all the building material had been assembled, we proceeded to construct the bridge. I read sentence by sentence and we followed Caesar's directions. We had found every piece of our material right there in the woods, just as Caesar's engineers had done when they built the original structure.

"First we drove into the ground sixteen *tigna bina*, straight posts about four feet high and about two inches in diameter. These were placed in pairs, four on each side. The upper ones slanted with the imaginary current, while the lower ones with props (*sublica oblique acta*) against them sloped against the current. Across the space, between the pairs of *tigna bina* we put poles, which were about four feet long and about two inches in diameter (*bipedalis trabs*). These poles were braced above and below by short, stout stakes and tied securely to the *tigna bina*. The foundation of our bridge was then complete. Long poles about one inch in diameter (*directa materia*) were then laid at right angles and on top of the *bipedalis trabs*; then parallel to the latter and on top of the *directa materia* were placed four-foot poles about a half inch in diameter. Over these, then, were laid small twigs and some leaves. After this we built the approaches to the bridge and put the *aliae sublicae*, or groups of stakes, above the bridge for protection against floating objects.

"When the bridge was finished, the class marched across the 'river' upon it. It met the test without a groan. The bridge still stands, and many people have visited it and walked across it.

"The whole plan worked out so well with the building of a real bridge in play, that we may venture to suggest that perhaps, if Latin teachers made more effort to combine work and play in the mastery of difficult things, the young pupil, beguiled by the spirit of play, would undertake with eagerness and find comparatively easy the most formidable tasks that may be set before him."

Ohio

Cincinnati.—The following item of keen interest to classicists is quoted from the *Cincinnati Enquirer*.

"Walnut Hills High School is to become a classical high school with a limited course of study, preparing directly and exclusively for college admission in liberal arts courses, it was decided definitely yesterday by the Union Board of High Schools. The high school is not to be called a preparatory school,

although most of the present varied courses prepare for college and are accepted for admission.

"Specific need for such a school urged by Randall J. Condon, Superintendent of Schools, and other leading Cincinnati educators, where pupils who intend to enter college might go for a six-year course, caused the Union Board to take action, affecting the reorganization of all Cincinnati High Schools. This is expected to be a counter-move against the inroads made on classical education within the last two years by the vocational training idea."

Columbus.—The Columbus Latin Club held the first of its current season's lecture-luncheons at the Chittenden Hotel, Saturday noon, December 14, 1918.

Teachers were present not only from Franklin County but from every county adjacent to Franklin. Plates were laid for one hundred and six members and guests, which number, the secretary reports, is the largest ever recorded.

The address of the day was by Rev. Dr. Francis W. Howard, secretary-general of the Catholic Educational Association and pastor of Holy Rosary Church, whose subject was "Efficiency and Inefficiency." Father Howard made a plea for liberal studies in the educational reconstruction to follow the war. The discussion was opened by Professor Wallace S. Elden of Ohio State University, and Professor Joseph Villiers Denney, dean of the College of Arts, Ohio State University, who took the place of Mr. Frank B. Pearson, state superintendent of public instruction, who was unavoidably absent. Professor Elden commented upon Father Howard's address from the viewpoint of higher education. Professor Denney spoke on the educational outlook in the coming reconstruction as affecting the secular or public schools of the United States.

Denison University.—The Honorable Judson Harmon, ex-Attorney General of the United States, and ex-Governor of Ohio, has just established an annual prize for the best work done in the Latin of the Freshman year, in his alma mater, Denison University. In his letter authorizing the prize, he writes: "I am glad to do this for the sake of the college, but also because I have always believed, and now more strongly than ever, in the value of broad, cultural training as a preparation for the life work of the student, no matter what calling or business he is to follow, and I have always regretted the spread of the idea that education should be narrowed to what is called 'practical,' that is, especially and directly connected with some particular line of activity in post student years. I do not think a youth can choose his course in life so well without the broader culture which will reveal to him, as nothing else can, just what manner of man he really is, and what he is best fitted for."

Professor W. H. Johnson, head of the department of Latin, expects to start for Italy about April 1 for a six months' trip. He will spend the first few weeks in Sicily and thence travel north in Italy. Professor Johnson promises the *Journal* a paper on some contacts of the Italy of today with the Italy of the early legends, of the Punic Wars, of Vergil and Tacitus, and various other men down to Garibaldi and Cavour.